**Informational Literacy Unit Goals and Overview**

**January 3rd -25th**

**Learning Targets:**

Students prepare and present an oral presentation.

Students will compose a research paper based on a significant person from history.

Students will supply audiences and readers with background information of their person, and significant contributions of this person.

Students will evaluate texts and their validity.

Students will find reliable, informational texts (graphs, data, magazine/journal articles, primary sources etc.) and be able to accurately interpret and analyze.

**Guiding Questions:**

-What makes a reliable text?

-What is the difference in reading fictional and non-fiction texts?

-How do I use the tools of a library?

-Where can I find solid information and sources?

-What makes an effective presentation?

-How do I compose a piece of writing to convey information?

**What is the end result?**

-A formal, rehearsed oral presentation

-A revised and cohesive research paper

**Targeted Skills**

-Author’s purpose -Bias -Creditable Sources

-Text Features -Graphic Features -Text Evidence

-Statistics -Expert Opinion -Fact and Opinion

-Revision -Sentence Structure - Verb Tense

-Academic Voice -Introductions/Focus -Transitions

-Creating a Bibliography -Accordion Style Paragraph

**Research Topics**

-Olympians -Inventors -Activists -Leaders

-Scientists -Designers -Presidents -First Ladies

**Calendar for Unit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 3  R: Introduce Project. Show them my example  W: Pick the Person to be Researched  (Write KWL) | 4  R: Practice Text Features with sources in classroom  W: Verb Tense | 5  R: Practice Purpose, Bias, Fact, Opinion, and Expert Opinion  W: Introductory Paragraphs/Central Ideas (Fact, Quote, Anecdotal story…) |  | 7  R: In Library for Search Activity with media specialist using skills from yesterday  W: How to make a bibliography |
| 10  R: Research in Library  W: Sentence Structure | 11  R: Edison Test  W: Research in Library | 12  R: Research in Library  W: Work on rough draft | 13  R: Research in Library  W: Rough draft of bibliography | 14  R: Research in Library  W: Peer editing sheet 1  **Due (R): Notes and Bib. RD**  **Due (W): Rough Draft** |
| 17  NO SCHOOL | 18  R: How to present lesson.  W: Upper Computer Lab Typing, Revising, Conferences | 19  R: Writing Day/Upper Computer Lab/Revisions  W: Peer editing circles 2  **Due (W): Self editing sheet** | 20  R/W: Writing Work Day | 21 (GeoBee in PM)  R/W: Writing Work Day  **Due: Outline of Presentation** |
| 24  R/W: Oral Presentations in Library with parents & staff | 25  R/W: Oral Presentations in Library  **Paper Due** |  |  |  |

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task | Due Date | Completed | Points |
| Resource Notes | 1/14 |  | 50 R |
| Bibliography Notes | 1/14 |  | 25 R |
| Daily Points | 1/25 | --- | 3 pts/day R |
| Individual Revision | 1/19 |  | to come |
| Conference with Teacher | Start the 18th |  | 20 W |
| Peer Revision | 1/19 |  | to come |
| Goal Sheet for week two | 1/14 |  | 15 R |
| Goal Sheet for week three | 1/20 |  | 15 R |
| Research Paper | 1/25 |  | see rubric |
| Oral Presentation Outline | 1/21 |  | 75 R |
| Oral Presentation | 1/24 |  | see rubric |
| Self Assessment | 1/25 |  | 35 R |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Total Points:\_\_\_\_\_\_\_\_

**Daily Points**

Every day in class, students will have the opportunity to earn up to three points. Students will earn all three points if they do not need a reminder for behavior or if they do not forget any materials. One point will be deducted per reminder and/or forgotten item.

**Resources**

Check Miss Redlin’s website and Ms. Sonnenberg’s blog for the link to the following resources. <http://web.me.com/missredlin> [www.mssonnenberg.blogspot.com](http://www.mssonnenberg.blogspot.com) Remember, being in class will be most beneficial because of extra resources handed out during class and one-on-one help from one of the teachers!

<http://owl.purdue.edu> <http://grammar.quickanddirtytips.com>

<http://destiny.eagleschools.net/> <http://www.evld.org/>

(School library) (Eagle Valley Library District)

[www.time.com](http://www.time.com) [www.npr.org](http://www.npr.org)

[www.loc.gov](http://www.loc.gov)

**Work Cited Information**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Book-One or More Authors | Date Accessed |  |  |  |  |  |  | Web Page | Document URL |  |  |  |  |  |  |
| Page Numbers |  |  |  |  |  |  |
| Publishing Company |  |  |  |  |  |  | Web Site Title |  |  |  |  |  |  |
| Publishing City &State |  |  |  |  |  |  | Date Accessed |  |  |  |  |  |  |
| Title |  |  |  |  |  |  | Web Page Title |  |  |  |  |  |  |
| Year of Publication |  |  |  |  |  |  | Date of Publication |  |  |  |  |  |  |
| Author’s First Name |  |  |  |  |  |  | Author’s First Name |  |  |  |  |  |  |
| Author’s Last Name |  |  |  |  |  |  | Author’s Last Nam |  |  |  |  |  |  |

**Body Paragraph One**

**Background Information for Person**

|  |  |
| --- | --- |
| Source &  Category | Information  (Use Cornell Style Notes) |
|  |  |

Use additional paper as needed.

**Body Paragraph Two**

**Major Contribution(s)**

|  |  |
| --- | --- |
| Source &  Category | Information  (Use Cornell Style Notes) |
|  |  |

Use additional paper as needed.

**Body Paragraph Three**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Source &  Category | Information  (Use Cornell Style Notes) |
|  |  |

Use additional paper as needed.

**Extra Fascinating Information**

**Perhaps for the Introduction or Conclusion**

|  |  |
| --- | --- |
| Source &  Category | Information  (Use Cornell Style Notes) |
|  |  |

**Quotes, Facts, or Thought-Provoking**

|  |
| --- |
| ***Famous People Research Paper:***  **Reading Score:**  \_\_\_\_\_ **Ideas and Content**  **20 (1 2 3 4 5)**   * Paper required in depth research * Uses appropriate sources   - Use the 5W’s and 1H  \_\_\_\_\_ **Organization**  **20 (1 2 3 4 5)**  **Background Information**   * 6-8 sentences following accordion style   **Major Contribution**   * 6-8 sentences following accordion style   **Open Choice**   * 6-8 sentences following accordion style * There are 5-7 quotations in the paper   *There is an introductory paragraph and a concluding paragraph. (6-8 sentences)*  *Also, organized thoughts throughout paragraphs.*  \_\_\_\_\_\_ **Voice**  **10 (1 2 3 4 5)**  - Your enthusiasm for the topic  makes it interesting to read.  - You avoid using slang language  ***GRADE: \_\_\_\_\_\_\_\_\_/50 x2***  **Writing Score:**  \_\_\_\_\_\_ **Word Choice**  **20 (1 2 3 4 5)**  - There is very little repetition in word choice.  - Words are used correctly.  \_\_\_\_\_\_ **Sentence Fluency**  **20 (1 2 3 4 5)**  - No run-ons or fragments  - Quotations are introduced, and explained.  -There are compound and complex sentences scattered throughout the paper.  \_\_\_\_\_\_ **Conventions**  **10 (1 2 3 4 5)**  - Correct spelling and punctuation  - Correct grammar  -Verb tense is consistent  ***GRADE: \_\_\_\_\_\_\_\_\_/50 x2*** |

Oral Presentation Rubric

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **2** | **3** | **4** | **5** |
| **Nonverbal Skills** |  |  |  |  |
| Eye Contact | Does not attempt to look at audience at all, reads notes the entire time | Only focuses attention to one particular part of the class, does not scan audience | Occasionally looks at someone or some groups during presentation | Constantly looks at someone or some groups at all times |
| Facial Expressions | Has either a deadpan expression or shows a conflicting expression during entire presentation | Occasionally displays both a deadpan and conflicting expression during presentation | Occasionally demonstrates either a deadpan OR conflicting expression during presentation | Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression |
| Gestures/Use of Notes | No gestures are notices. Little use of notes. |  |  | Natural hand gestures are demonstrated. Distracting use of notes |
| Posture | Sits during presentation or slumps |  | Occasionally slums during presentation | Stands up straight with both feet on the ground. |
| **Vocal Skills** |  |  |  |  |
| Enthusiasm | Shows absolutely no interest in topic presented. Mumbles and is hard to understand. | Shows some negativity toward topic presented. Hard to understand. | Occasionally shows positive feelings about topic. At times hard to understand. | Demonstrates a strong positive feeling about topic during entire presentation. Speaks clearly and for all audience members |
| Vocalized Pauses (uh, well uh, um) | 10 or more are noticed | 6-9 are noticed | 1-5 are noticed | No vocalized pauses noticed |
| **Content** |  |  |  |  |
| Topic Announced | Audience has no idea what the report is on. No “grabber”. |  | Vaguely tells audience what report is over | Clearly explains what the report is covering. The “grabber” is clearly heard. |
| Time frame  (3-5 minutes) | Presentation is less than minimum time | Presentation is more than maximum time |  | Presentation falls within required time frame |
| Visual Aid | Poor, distracts audience and is hard to read | Adds nothing to presentation | Thoughts articulated clearly, but not engaging | Visual aid enhances presentation, all thoughts articulated and keeps interest |
| Completeness of Content | One or more points left out | Majority of points glossed over | Majority of points covered in depth, some points glossed over | Thoroughly explains all points. Presentation is organized and the interest level of the audience is maintained |

|  |  |  |
| --- | --- | --- |
| **Criteria** |  | **In my own words! What will this look and sound like?** |
| **Nonverbal Skills** |  | Reword the 2nd column in your own words. |
| Eye Contact | Constantly looks at someone or some groups at all times |  |
| Facial Expressions | Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression |  |
| Gestures/Use of Notes | Natural hand gestures are demonstrated. Distracting use of notes |  |
| Posture | Stands up straight with both feet on the ground. |  |
| **Vocal Skills** |  |  |
| Enthusiasm | Demonstrates a strong positive feeling about topic during entire presentation |  |
| Vocalized Pauses (uh, well uh, um) | No vocalized pauses noticed |  |
| **Content** |  |  |
| Topic Announced | Clearly explains what the report is covering. The “grabber” is clearly heard. |  |
| Time frame  (3-5 minutes) | Presentation falls within required time frame |  |
| Visual Aid | Visual aid enhances presentation, all thoughts articulated and keeps interest |  |
| Completeness of Content | Thoroughly explains all points |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Your Presentation**

Use this outline to plan for your presentation. After you planned your presentation, you can either use this for presenting sheet or you may use note cards. You may not write your entire presentation and then read from it for your presentation. Remember to include your graphic and time to explain what and why the graphic is important in your outline.

**Introduction**

Attention Getter (Grabber)

Preview statement (Overview of all of your main points)

**Body** (Remember to have a transition between each main point)

1. First Main Point (background information)
   1. Detail/Explanation
   2. Detail/Explanation
2. Second Main Point (major contributions)
   1. Detail/Explanation
   2. Detail/Explanation
3. Third Main Point (Your choice)
   1. Detail/Explanation
   2. Detail/Explanation

**Conclusion**

Summary Statement (review all of your main points)

Concluding Statement (Prepare a closing statement that ends your presentation smoothly. “That’s it” is not an okay concluding statement)

Weekly Reading Goal Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Week 2 | Goal | What steps do I need to do in order to accomplish my goal? | Did I accomplish this? If not, what do I need to do now? |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |

Weekly Reading Goal Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| Week 3 | Goal | What steps do I need to do in order to accomplish my goal? | Did I accomplish this? If not, what do I need to do now? |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |

**EXTRA NOTES!**